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ABSTRACT

This introductory module is one of 17 modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. Aimed to aid the course teacher, this module explains the organization of the 16 modules that follow (i.e., each module contains an overview and a series of learning experiences, information sheets, activities, self-checks, and in some cases pretests and posttests). The module then outlines the procedure to be followed in using the materials with students, and provides a list of terms used in the following modules. (KC)

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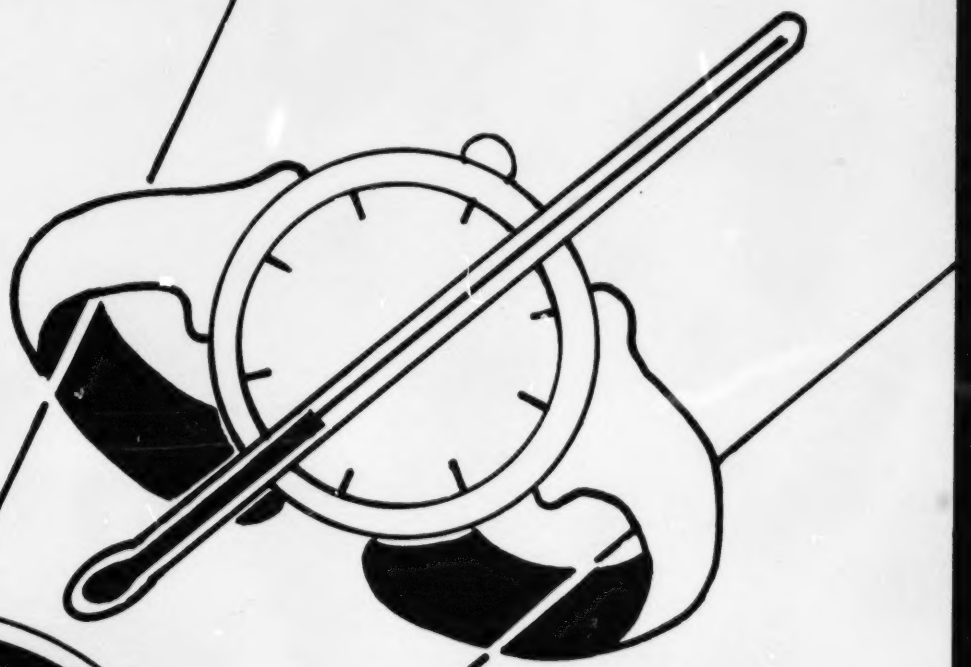
HEALTH OCCUPATIONS EDUCATION MODULE



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USING THE MODULE

HEALTH OCCUPATIONS

MODULE

For the teacher...

ABOUT THE MODULE

DEPARTMENT OF VOCATIONAL EDUCATION

Temple University
of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

January, 1977

HEALTH OCCUPATIONS MODULE

designed for the purpose
of individualizing instruction
in the health related occupations
program.

Prepared by...

Temple University of the Commonwealth System of Higher Education

Philadelphia, Pennsylvania

DEPARTMENT OF VOCATIONAL EDUCATION

Prof. Dr. Amos C. Rivell, Chairman

In conjunction with...

The Pennsylvania Department of Education

BUREAU OF VOCATIONAL EDUCATION

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For the teacher...

ABOUT THE MODULE

ORGANIZATION

Each module is designed to help the student to gain competence in an area considered important in health occupations.

Each module contains an introduction and a series of learning experiences. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help the student achieve the terminal objective. Each learning experience has activities designed to facilitate accomplishing the objective, and by use of the feedback devices provided, the student should be able to determine if he/she has reached each objective.

The first learning experience is designed to provide the needed background information. The remaining learning experiences are designed to provide the opportunity to apply that information in a practice situation. The final learning experience always requires the demonstration of the skill in an actual school situation.

PROCEDURE

1) Briefly discuss the purpose of the module.

2) Direct the students to review the introduction, the objectives and overviews preceding each learning experience, including the final learning experience.

3) The student needs to complete only those modules and/or learning experiences covering skills he/she does not already possess.

4) Answer the questions related to the module.

5) If the student decides that he/she is already competent in the specified area, provide him/her with an opportunity to "test out." Administer the "Final Learning Experience."

6) Instruct students who do not have the competencies indicated, to complete the module.

7) In cooperation with the student, determine a schedule for completing the module.

8) Instruct the student to make the necessary arrangements with you, the resource person, when he/she is ready to take the final learning experience.

9) If the student is unsuccessful in completing the final experience, instruct him/her to meet with you, the resource person, in order to provide for recycling through the module, or for completing some other activity suggested by the student or resource person and commonly agreed upon.

TERMINOLOGY

Actual School Situation -- refers to a situation in which one is actually a student in a real school.

Occupational Specialty Area -- refers to the student's major area of emphasis within the health occupations program.

Peers -- refers to fellow students who are used to:
1) role-play students, etc.,
2) critique the student's performance, and
3) participate in discussions.

Unless otherwise specified, these peers should be persons within the student's own occupational specialty.

Resource Person, Instructor -- refers to the person in charge of the student's educational program, i.e., the teacher who is guiding the student in taking the module.

You, Student -- refers to the person who is taking the module.